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ABSTRACT

This publication presents a report on the first Pan-African meeting on distance education. The materials reveal that development of distance education in Africa depends on three factors: information and research, the training of specialists, and the production or acquisition of materials. A report of the plenary session summarizes presentations by educational institutions and international organizations concerning the situation of distance education in Africa and information supplied by representatives of funding bodies on their present lines of approach. The following organizations and funding agencies are represented: the International Council for Distance Education; Technologies and Research Section, UNESCO's Education Sector; International Extension College, London; Milton Keynes Open University, United Kingdom; UNESCO; African Development Bank; United National Development Programme; Commonwealth Secretariat, Nairobi; French Ministry for Foreign Affairs; Donogh O'Malley Regional Technical College, Ireland; U.S. Agency for International Development, Washington, D.C.; National Committee for Nomadic Education, Nigeria; and Consortium International Francophone de Formation a Distance. A summary of the report of Committee I on the identification of critical points of distance education projects discusses distance education policy; priorities in the use of distance education; infrastructure required by distance education; development of the capacity of institutions; and cooperation and foreign aid. The summary of Committee II reports on deliberations on the promotion of subregional, regional, and international cooperation in distance education. Focuses are on: information and research; human resource development, material development, position of donors, government support, and follow-up. Appendixes include: (1) a description of a reference compendium for developing and managing distance education operations that provides practitioners with information on how to develop distance education operations in a wide variety of configurations; (2) form used to gather information for the compendium; (3) opening address by John B. Kabore, representative of the Director-General of UNESCO; (4) address by the Tanzanian Minister of Education, A. H. Mayagila; (5) extracts from Kabore's address at the closing session; (6) address by the Arusha regional commissioner, A. Mwingira; and (7) list of participants. (YLB)

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UNESCO

Priority: Africa

Programme of Action proposed by the Director-General
(1990-1995)

Seminar on Distance Education

Arusha (Tanzania)
24-28 September 1990

Final Report

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LEARNING AT A DISTANCE

Produced by the Unesco National Commission of Tanzania

ARUSHA–TANZANIA
24–28 September,1990

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FOREWORD

The following pages contain the report of the Seminar on Distance Education*in Africa held in Arusha, Tanzania, from 24 to 28 September 1990. This Seminar brought together representatives of 33 African Member States of Unesco, three organizations of the United Nations System, one intergovernmental organization, one international non-governmental organization, five educational institutions, and several multilateral and bilateral funding bodies. It was the first Pan-African meeting on DE, and formed part of a sequence of gatherings initiated by the World Conference on Education for All held in Jomtien, Thailand, from 5 to 9 March 1990, to be followed by the meeting of DE specialists from all regions of the world which will take place in Caracas, Venezuela, in November 1990.

The participants, drawn form all parts of Africa and representing all the linguistic areas of the continent, were able for the first time to take stock of the DE situation in that continent as a whole : the strategies and approaches adopted, the resources available, the results achieved, and also the difficulties and weaknesses encountered. They were able to assess the possibilities offered by DE in meeting the need for education - one of Africa's fundamental needs - and the different stages of advancement of DE in different countries. They also established the bases of action to be undertaken on the continental scale.

The work of the Seminar clearly revealed that the development of DE in Africa depends on three factors : information and research, the training of specialists, and the production or acquisition of materials.

(a) **Information and research** : the Seminar showed the importance of the exchange of information on resources, approaches and methods at thecontinental level, and the participants unanimously agreed that steps should be taken to establish this exchange on a permanent basis. In particular, it should back up research on the preparation of new programmes, the evaluation of strategies and methods, and the adoption of new advanced technologies.

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* For the sake of brevity, the term "distance education" will in what follows be abbreviated to DE.

(b) **Training** : education systems must acquire a sufficient number of senior personnel and specialists necessary for the operation of DE systems : administrative personnel, creators and producers of materials (programmes, books, printed matter, etc.), evaluation specialists, and also technicians, particularly teams for the maintenance of infrastructures.

(c) **Materials** : what needs to be done is to prepare and produce, in Africa itself, educational materials derived from African socio-cultural contexts, co-ordinated with school curricula, and targeted in the light of the population groups to be reached and the needs of development.

In view of the differences observed, both in the Africa Region as a whole and within the various linguistic areas, technical co-operation between African countries, whether at the regional or sub-regional level, should enable rapid progress to be made, at the same time reducing costs. This effort on the continental scale will back up national efforts and hasten their successful outcome by enabling them to benefit from experience gained elsewhere.

It is incumbent upon African States themselves, backed by inter-governmental, regional and international organizations and by funding institutions, to create, strengthen or develop, as the case may be, the requisite networks to make resources, experiences and results available to all, in one form or another - whether through the simple exchange of information, the provision of equipment, materials and facilities of various kinds, or concerted action.

In accordance with the recommendations of the Seminar, Unesco plans to prepare, in agreement with its African partners and with the support of the relevant funding institutions, a regional umbrella project incorporating the three components referred to above : information and research, training, and the production of materials, and covering under a strategic plan, the various activities relating to those components.

REPORT OF THE PLENARY SESSION

INTRODUCTION

1. Organized in the context of the special "Priority : Africa" programme provided for in Resolution 27 adopted by the Unesco General Conference at its 25th Session, the meeting of experts on distance education in Africa was held at the International Conference Centre in Arusha, Tanzania, from 24 to 28 September 1990.

2. The meeting was attended by representatives of 33 Member States of Unesco, three organizations of the United Nations System, one inter-governmental organization, one international non-governmental organization, five educational institutions, and several multilateral and bilateral funding bodies. The Seminar brought together a total of 75 delegates.

The list of participants is appended.

3. On the proposal of the representative of the Director-General of Unesco, Mr J.B. Kaboré, empowered to act as such by a number of delegates, Mr N.A. Kuhanga, former Tanzanian Minister of Education and now Chairman of the Committee for the establishment of an Open University in Tanzania, was elected Chairman of the Meeting by a unanimous show of hands.

4. The elected Chairman submitted proposals concerning the composition of the Bureau. The following delegates were elected by a unanimous show of hands :

Mr Bougouma Ngom (Senegal) :	General Rapporteur
Mr Kaddour M'Hamsadji (Algeria) :	Chairman of Committee I
Mr S.P. Chilembo (Zambia) :	Rapporteur of Committee I
Mr Djibo Issaka (Niger) :	Chairman of Committee II
Prof. Fagbamiye (Nigeria) :	Rapporteur of Committee II

Having regard to the first version of a methodological compendium made available to the participants, Committee I was assigned to work on project identification and preparation, while Committee II was requested to examine ways and means of project implementation with reference to needs and possibilities of co-operation.

The Chairman thanked the Tanzanian Minister of Education for having consented to preside at the opening ceremony of the meeting ; he also expressed thanks for the warm and fraternal welcome which the people of Tanzania had extended to all the delegates. The Chairman then gave the floor to Mr Kabore.

After thanking the Tanzanian Government for its hospitality in hosting this meeting, Mr Kaboré reminded those present that the Arusha meeting came within the province of the "Priority : Africa" programme, which was the subject of special attention on the part of the Director-General of Unesco, Mr Federico Mayor. One of the features of this programme was the promotion of co-operation with African governments with a view to defining their needs and preparing their projects, as well as taking maximum advantage of the possibilities of technical co-operation among African developing countries. Mr Kaboré noted that the same spirit of concerted effort which had marked the World Conference on Education for All at Jomtien was in evidence at Arusha, inasmuch as the general provision of education was closely linked with DE, the subject of the Arusha meeting. Moreover, the Jomtien Conference had declared that "all available instruments and channels of information, communications, and social action could be used to help convey essential knowledge and inform and educate people on social issues. In addition to the traditional means, libraries, TV, radio and other media can be mobilized to realize their potential towards meeting the basic education needs of all".

Furthermore, continued Mr Kaboré, distance education makes it possible to alleviate, in some measure, the difficulties arising from the cut in resources allotted to education systems in a number of countries. Similarly, regional or sub-regional co-operation should make it possible to achieve substantial economies of scale in the implementation of DE systems.

The Representative of the Director-General of Unesco indicated some of the results which might be expected of the meeting :

- The availability of a data bank on DE projects in progress or in preparation in Africa, and the institutions involved in their implementation.
- The identification of the needs of African States in respect of the implementation of projects and programmes concerning, inter alia, the training of DE specialists, the preparation of materials, and the management of programmes and systems.
- The establishment of priorities assigned to the satisfaction of the various needs that have been identified.
- The formulation of suggestions and proposals that can lead to concrete activities in the framework provided by the follow-up of the Jomtien Conference or in the context of Unesco's programme for 1992-1993.

The Chairman then gave the floor to the Hon. A.H. Mayagila, Tanzanian Minister of Education, who after welcoming the delegates and thanking Unesco for having organized this

meeting in Tanzania, stated that the economic difficulties experienced by most African countries have adverse repercussions on the funding of social services such as education, health and communication. Hence illiteracy is increasing in most countries of the region, and universal primary education is likely to remain an unattainable objective for a long time to come. Thanks to a sustained adult literacy training programme, Tanzania has succeeded in achieving a literacy rate estimated at between 85 % and 90 %. Furthermore, DE, which was introduced in this country in 1964, has made it possible to train 35,000 primary school teachers over a period of five years.

The Tanzanian Minister of Education ended his address by emphasizing that African governments expected this meeting to provide them with an indication of the existing possibilities of closer co-operation in the field of DE, and of ways and means by which these educational methods and techniques can be profitably employed.

Proposing a vote of thanks to the Government of Tanzania on behalf of the participants, the representative of Namibia described the efforts of his Government to rebuild the education system, which had been demolished by colonization. He favoured the establishment of regional and sub-regional inter-African co-operation, particularly in the field of education.

The Plenary Session then proceeded with the presentation by educational institutions and international organizations of reference documents concerning the situation of DE in Africa, and information supplied by representatives of funding bodies on their present lines of approach.

(a) Mr. Roll, Secretary-General of the International Council for Distance Education (ICDE).

This NGO, whose headquarters are in Oslo, co-ordinates and supports DE activities throughout the world :

- In Europe, ICDE is assisting in the creation of a Pan-European DE organization.
- In Latin America, it co-ordinates the creation of educational organizations and institutions concerned with DE.
- In Asia, it is working on the extension of a regional co-operation programme, notably with Australia.

For the Arusha Seminar, ICDE :

- financed a study of various projects currently in preparation in Southern Africa
- prepared, at Unesco's request, an inventory of DE institutions, systems and programmes in Africa. This survey, conducted by the International Committee for Distance Learning (at the UK Open University) provides the initial material for a DE data bank for Unesco and other international organizations.

For Unesco, ICDE assigned the International Extension College (IEC) the task of preparing a reference compendium whose purpose is :

- To identify existing DE problems and help to analyse their causes.
- To provide information on successes and failures.
- To serve as an instrument of co-operation among DE institutions in developing countries.
- To furnish methodological elements making it possible to improve DE institutions, programmes and systems.

Published in modular loose-leaf form, this compendium will be regularly updated.

(b) Mr Marchl, Chief, Innovation, Technologies and Research Section UNESCO's Education Sector

Mr Marchl requested the participants to complete if necessary the data concerning their respective countries contained in the information documents already referred to on the situation on DE in a number of Member States in the Africa Region. He stated that despite lack of time and shortage of funds these documents provided information on :

- Educational needs which DE can help to meet.
- National abilities to absorb numerous new projects.
- The possibilities of regional and sub-regional co-operation.

The value of these documents and their periodical updating lies in the fact they can make it possible to constitute a useful data base for all forms of co-operation between DE specialists and institutions in Africa.

(c) Adding to the information supplied by Mr Marchl, **Mr Visser, Unesco Representative in Harare**, commented on the results of surveys of DE which he had conducted in five countries of Southern Africa ; these surveys highlighted several points common to all the countries covered :

1. Absence of any DE policy due to the fact that DE is given too low a priority, being regarded merely as an appendage to formal education having little connection with the various types and levels of the latter.

2. Inadequate or even non-existent investment in the production of DE instuctional materials, plus lack of material and moral incentive given to personnel responsible for DE activities.

3. Inadequate research on, and evaluation of, DE and ignorance and lack of confidence on the part of decision-makers as to the scope of DE.

4. Lack of interaction and co-operation between developing countries in this field, particularly where English-speaking and Portuguese-speaking countries are concerned.

(d) **Mrs J. Bradley, of the International Extension College, London,** gave the meeting further details of the reference compendium already referred to by Mr Roll, Secretary-General of ICDE. This instrument includes in particular a list of printed material essential to administrators of DE systems. Contributions from African institutions and specialists should enable a first edition of this compendium, in French and English, to be distributed in all countries of the Africa Region.

(e) **Mr Magnus John, of Milton Keynes Open University, UK**, gave an account of a study project concerning :

- The preparation of data on DE courses and institutions providing DE.

- The literature dealing with DE throughout the world.

This project, which at the present time is limited by the inadequacy of reliable information on certain countries, is intended to furnish exhaustive data relating to the problems of DE in Africa and in the rest of the world, and in particular to establish operational links in this field between African countries.

(f) Mr Pauvert, a Unesco Consultant, presented the paper on case studies conducted in five West African countries, together with the consolidated replies to a questionnaire sent to Member States in the Africa Region concerning the situation of DE programmes and activities at all levels of the education system (needs, resources, difficulties and solutions to them, projects, etc.). Mr Pauvert stressed the importance of the evaluation of DE. This evaluation should make it possible not only to improve the results of existing programmes and systems, but also and more particularly to establish more effective cooperation between countries by identifying the systems (or their components) whose efficiency has been actually assessed and which have been judged suitable for transfer between countries.

(g) Mr John Seka, Representative of the African Development Bank, (ADB) reminded the meeting that the ADB's policy with regard to the funding of education since 1975 had been designed to facilitate - with a view to providing equality of opportunity - the access to education of certain fringe groups in many countries , such as women, adult workers, rural dwellers, nomads, school dropouts, etc. Insofar as DE helps to give everyone a fairer chance of receiving education at an affordable cost to the countries concerned, the ADB is prepared to help its Member States to acquire or produce the requisite materials and to maintain them, to exchange their DE experience, to train the necessary personnel (teachers, technicians and administrative staff), and to create and operate the appropriate institutional frameworks. Mr Seka pointed out that the Bank's aid is available in the form of loans, grants, and the services of experts to individual Member States or to regional or sub-regional institutions. In the latter case, it is necessary to identify and define the institutional structures of co-operation having the appropriate legal status to serve if need be as channels for the transmission of the Bank's resources.

The ADB Representative informed the participants that the concrete proposals submitted at the close of the meeting concerning the financing requirements of DE in Africa would enable him to specify what form co-operation with the ADB could take in this field.

(h) Mr Martyn A. Ngwenya, Representative of the United Nations Development Programme

Mr Ngwenya, thanked Unesco and the organizers of the meeting for the invitation extended to his organization, which attached importance to, and took an interest in, the development of human resources, and hence was concerned with the impact of DE in Africa on the development of human resources.

At the time of the World Conference on Education for All in Jomtien, the UNDP Administrator had confirmed his organization's commitment to support the efforts agreed upon to develop human resources and basic education. Furthermore UNDP considered that the use of new, less costly educational technologies adapted to the needs of developing countries could help to attain the objectives of education for all.

In this perspective, UNDP considers it urgently necessary to :

(a) Develop a strategy of educational technology.

(b) Examine approaches which could more fully integrate educational tehnology in existing teacher training curricula.

(c) Develop educational programmes of a high standard.

(d) Finance networks of information on educational technologies which appear promising for the effective implementation of education policies.

(e) Undertake research on advanced technologies, with particular reference to their profitability and management.

Mr Ngwenya expressed UNDP's preparedness to co-operate with governmental and inter-governmental organizations and bilateral and multilateral institutions wishing to adopt a regional and/or sub-regional approach to the development of human resources through DE in Africa.

(i) Mr Hilary Perraton of the Commonwealth Secretariat informed the participants that reports of a DE survey provided much information on the effectiveness of this form of education.

A meeting organized by the Commonwealth Secretariat in Nairobi in June 1990 formulated recommendations for more sustained co-operation in the fields of information, training, the development of institutions, research, and evaluation, in order to make headway in non-formal education.

Furthermore, the research centres set up in Malawi and Zambia showed that DE could be profitably used as an alternative to secondary education, provided that suitable arrangements were made to back up students.

At the level of higher education, the high success rate of students and the reasonable cost of running open universities testified to the effectiveness of DE. Open universities do not yet exist in Africa ; but in the context of regional or sub-regional co-operation the SADCC Regional Council has favourably considered proposals to create a regional institution for the promotion of co-operation in DE. In this perspective, the Commonwealth Heads of Government established the "Commonwealth of Learning" in 1988 with the aim of stimulating the exchange of information on training and on the production of teaching materials.

(j) Madame Régine Thomas, of the French Ministry for Foreign Affairs, provided information on the Olympus satellite which is used for DE in Europe.In 1970 the European Space Agency (ESA) began to concern itself with the construction of so-called direct transmission satellites enabling high quality pictures to be received in homes along with four sound channels (four languages simultaneously), and data. Through the Olympus satellite, which was put into orbit in July 1989 and has been operational since January 1990, ESA offers European educational and cultural institutions in the area of coverage the opportunity of making use of part of the satellite's capacity for two years free of charge, and hence of testing a new form of disseminating knowledge and evaluating learning results in the framework of the European education systems.

Thanks to this modern and efficient communication technology, the countries taking part in the experiment will be able, through the education and training programmes transmitted by Olympus, to take fuller advantage of their intellectual potentials through the comparison of their respective skills and experiences and the resulting fruitful discussions and exchanges of views. With a simple antenna and decoder, everyone can have access in his own field (engineering, medicine, education, research, etc.) to high-level training prepared by leading experts, university centres and research laboratories.

Madame Thomas informed the participants that a second phase was about to begin. It will aim, through high-level courses prepared by French research workers and university teaching staff, to back up university, post-graduate and occupational training in Eastern European

countries. Ultimately, the Olympus satellite could thus help to lay the foundations of a future "European audio-visual university".

Many of the French programmes produced in connection with this experiment could help to enrich specialized media libraries in African faculties, research centres and laboratories. Currently, only the Maghreb countries will be able to benefit from these programmes.

It is hoped that another vector of transmission of these programmes will soon be found, through the joint efforts of all the French and international authorities involved in co-operation at the university level with French-speaking African countries.

(k) Mr R. Patten, of the Donogh O'Malley Regional Technical College, Ireland.

Mr Patten told the participants that the European Space Agency had offered some of the transmission time of the Olympus satellite free of charge to link up his College with an African country for an experimental period of educational broadcasting. This experiment could cover reception centres in a fairly large geographical area, and lead to substantial savings, if the African regional satellite had the same capacity as Olympus.

The Donogh O'Malley Regional Technical College, which specializes in technical and occupational training, could provide commercial and technical courses.

Mr Patten suggested the creation of a bipolar organization covering African and European DE services, whose main tasks would be :

1. The evaluation of the relevance of DE technologies in African countries and the trial use in the field of selected systems appropriate to the African environment.

2. The creation of a data base concerning the different types of DE materials (video equipment, audio equipment, and printed material).

(l) Mr Clifford Block, USAID, Washington, D.C.

Mr Block described a DE system enabling the quality of primary education to be improved by the "interactive radio instruction" method.

Intensive evaluations have demonstrated the success of this system, which is well accepted by both pupils and teachers and costs very little (less than US$1 per pupil per year). Its success is explained by the fact that it is based on thorough research on pupils' learning process and on the constant adaptation of programmes in the light of the result of such research and on evaluation of pupils' learning achievement.

The interactivity depends on :

- Practice.

- Frequent revision, aimed at memorization.

- The active participation of the pupil.

- The incorporation of songs, stories and games, and the manipulation of the material.

Mr Block confirmed USAID's willingness to co-operate with other funding agencies to extend the use of interactive radio to countries which have not yet adopted it.

(m) Mr M'Hamsadji, the Algerian delegate, spoke of his country's National Centre for generalized education through correspondence, radio and television (CNEG). The Centre is a public institution with the legal status of a corporate body, and is financially autonomous. It is placed under the authority of the Ministry of Education.

The constant increase in the number of the CNEG's students (from about 2,500 in 1969-70 to a predicted 90,000 + in 1990-91, not counting teachers under the the youth employment scheme) bears eloquent testimony to the positive results achieved by the Centre. The courses, which correspond to the official curricula, are designed and produced at the CNEG by teams of teachers and inspectors selected from among the best in the education system. At each level of correspondence course, the student receives three packages (one per term) comprising the course itself, exercices for self-correction, and a control exercise which must be returned to the CNEG. In addition to these three control exercises annually, at the end of the school year the student must undergo tests corresponding to his level ; if the results are satisfactory, he

receives from the CNEG an attestation of successful completion of that level this attestation is recognized by the public authorities and by all occupational training centres and institutes. Furthermore, various forms of back-up radio and TV broadcasts are produced by the CNEG teachers in conjunction with a national audio-visual production organization. Recently, audio cassettes produced by the CNEG alone have been made available to examination candidates.

(n) **The communication prepared by Dr Chima Ezeomah, Executive Secretary of the National Committee for Nomadic Education, Nigeria**, was distributed to all participants in the Plenary Session.

This report was clearly illustrated by the analysis of the case of the nomadic herdsmen of Nigeria, whose economic, social and cultural characteristics were seen to justify the use of DE, which had effectively been tried out in the context of a UNDP/Unesco projet undertaken by the University of Jos. The Peul nomads listen to the radio, and DE programmes have proved to be an effective means of ensuring a continuity of teaching and learning, despite the mobility of these families.

(o) **Mr Norman Ryan of ACCT** responsible for reporting on the activities of the Consortium International Francophone de Formation à Distance (CIFFAD) (the International Consortium of Distance Education in French-speaking Countries) distributed a guide to the presentation of projects which might be examined for possible backing.

The mission of CIFFAD is to promote the pooling and development of technological and educational materials and instruments for DE and to ensure the transfer of technologies and the circulation of information relating to DE. Its specific objectives are :

- To establish a network of co-operation between French-speaking DE institutions.
- To promote the development of DE by pooling technological and educational information and resources.
- To provide technical and financial support for projects meeting the criteria defined in section IV of the guide, and which have been approved by the CIFFAD Committee of Experts.

CIFFAD gives priority (but not exclusively) to projects relating to :

- The teaching of French.
- The initial and on-going training of educational personnel.
- The training of producers of teaching materials and of in-school educational personnel.
- Technical and occupational training.
- The training of teacher educators.

CIFFAD can contribute in part to the funding of certain projects, supply information, and even back up applications to other funding agencies for financial aid. Projects submitted to CIFFAD should be those which :

- Can only be effectively implemented by having recourse to DE.
- Give priority to the needs of countries of the Sahel.
- Correspond to the existing priorities of the governments concerned and the ACCT.
- Do not require a heavy capital outlay such as the creation of an extensive infrastructure or the purchase of a substantial amount of equipment.
- Are preferably of short duration (12 to 18 months)
- Clearly indicate the apportionment of responsibilities among the partner institutions.

Since CIFFAD is a DE network, it is essential that projects submitted to it be such that they cannot be effectively implemented without recourse to DE. So far as possible, they must be of short duration (12 to 18 months).

To sum up, the communications presented by representatives of educational institutions and funding organizations aroused considerable interest among the delegates from A f r i c a n countries, who asked numerous questions relating to the following points :

- The programming of the different stages of introduction of a DE system.

- Difficulties liable to be encountered in the operation of such a system.

- The scope of these programmes ; scientific subject areas requiring experimentation which can be taught through DE.

- The evaluation of the costs of DE.

- The use of national expertise in the study of matters relating to DE.

- The integration of DE in conventional education systems.

- The evaluation of certain educational television experiments in West African countries.

- The mastery of educational technologies.

- The maintenance of equipment.

- A quantified description , for example, of a DE programme.

- The experience of English-speaking African countries in this field.

After fruitful discussions of these questions in plenary session, the participants divided themselves into two Committees to examine in greater depth the specific subjects assigned to them in the discussion guide (Doc. CA/Arusha/3). A recapulative list of all the points suggested for examination, corresponding to the planned structure of the compendium, was distributed to the members of both Committees (cf. Annex 1).

SUMMARY OF COMMITTEE REPORTS

Committee I : Identification of Distance Education projects

The work of Committee I covered in substance the following aspects likely to involve the identification of the "critical points" of programmes and systems :

i DE policy.

ii Priorities in the use of DE.

iii The infrastructure required by DE.

iv The development of the capacity of institutions.

v Co-operation and foreign aid.

The different projects submitted by the participating countries were examined, notably in the light of the preparatory version of the DE compendium. Following these discussions, the Committee emphasized the value of the compendium as an essential instrument for mastering the problems inherent in the operation of a DE system. The Committee members offered to submit contributions likely to enhance the compendium, in the light of their own experience and that of teachers in their respective countries. A summary of the purpose, structure and contents of the compendium is appended to this report.

(i) DE policy

The importance of DE and its potential contribution to the attainment of educational objectives must be clearly recognized by governments, so that they may provide adequate resources for it, ensure that DE programmes are an integral part of education systems, and set up in each country a unit or a department responsible for co-ordinating DE and adult education.

(ii) DE priorities

The following priority needs were identified :

1. Pedagogic training.
2. The training of adult education instructors.
3. The training of instructors for out-of-school education.
4. Secondary education.
5. Higher education, including specialized fields.

(iii) Infrastructure

Stress was laid on the importance, apart from buildings and facilities, of an adequate capacity for the distribution of materials and the study of new technologies and their impact on human resources.

(iv) the capacity of institutions

This is closely linked with the training of sufficient numbers of educational, administrative and technical personnel, including designers and writers of materials, producers, research and evalutation personnel, and maintenance teams.

(v) Co-operation and foreign aid

The committee noted that experience gained in the field of DE, as well as the media used and the target populations, varied considerably from one country to another ; and the same applied to equipment and corresponding technical capacities. Hence it was important to promote the circulation of information throughout the continent and to develop joint research and analysis. Furthermore, while the same differences existed within the three sub-groups (English-speaking, French-speaking and Portuguese-speaking) represented in the Committee, there also existed special possibilities of mutual aid in the training of specialists and the production of materials among countries whose education systems use the same language.

Foreign aid is necessary in all cases, though in fields which vary considerably from one

country to another. The preparation of projects must be based on the order of priority of needs and on national priorities where DE is concerned, and must make allowance for the mandates and priorities of institutions providing aid.

Committee II :

The promotion of sub-regional, regional and international co-operation in the field of Distance Education.

This Committee's deliberations were centred on the following points :

i North-South co-operation.
ii South-South co-operation.
iii The role of sub-regional inter-governmental organizations.
iv The need for the co-ordination of bilateral and multilateral co-operation in the field of DE.
v The training of educators.
vi Information and research in the field of DE.
vii The production of teaching materials.
viii Financing.

The Committee noted that South-South co-operation was still the exception, despite the role played by such institutions as INADES formation (a private body based in Côte-d'Ivoire), the Southern African Distance Education Association, the African Centre for Higher Management Studies (CESAG), and the International Consortium of Distance Education in French-speaking Countries (CIFFAD). Developing this co-operation would :

- Enable recourse to be had to African experts.
- Provide more possibilities of strengthening each country's capacities.
- Facilitate the circulation of ideas and innovations.

After referring to the great progress made by DE throughout the world, due in part to the introduction of advanced technologies, and the need to take fuller advantage of the resources available to DE in Africa, the Committee suggested some institutions which could provide a framework for regional co-operation : the Network of Educational Innovation for Development in Africa (NEIDA), the Agency for Cultural and Technical Co-operation (ACCT), and the International Consortium of Distance Education in French-speaking Countries (CIFFAD).

This regional and sub-regional co-operation would be aimed at developing national capacities ; it should cover the exchange of expertise, research, the creation of data banks, the training of personnel, and the pooling and co-production (e.g. through the creation of an international pool) of teaching materials. A forum, open to DE institutions, would facilitate interactions and help to prevent bottlenecks. Above the primary level, the standardization of programmes would facilitate economies of scale and the production and exchange of materials. In this context, the international recognition of learning achievements should be encouraged ; but account should be taken of the fact that in some African countries languages other than English and French are used as media of instruction.

(a) Information and research

With regard to the gathering, compiling and circulating of information, what should be done, rather than settting up new institutions, is to strengthen existing channels and networks so that they may be assigned new functions ; to expand the role of NEIDA ; to revive the African Association for Distance Education ; and to publish a bulletin.

Information should cover :

- An inventory of information already gathered from various sources.
- Training : programmes, target personnel, existing institutions and experts, the evaluation of materials.
- Joint research.
- Technical co-operation.

Studies and research on DE will make it possible, inter alia, to check information and will constitute the basis of the planning and implementing of programmes and projects.

(b) The development of human resources

DE must make it possible to broaden access to education and at the same time keep its cost within admissible limits which can be further reduced by co-operation between countries and agencies.

The development of DE calls for planners and administrators as well as designers and producers of materials and technical specialists. The creation on a regional or sub-regional basis of centres providing a high standard of training will be able to turn out such personnel,

in conjunction with universities, NGOs and Ministries.

The co-operation of NGOs will also make it easier to reach women and poor and underprivileged groups in both urban and rural areas.

(c) The production of materials

(i) The forms and objectives of co-operation vary according to the level of education concerned. At the primary level, and where literacy training is concerned, local production or adaptation to local circumstances is the rule, and hence national capacities should be strengthened.

At the secondary and higher levels, the equivalence of certifications and the standardization of programmes will enable South-South co-operation to be developed and will facilitate, inter alia, the pooling of materials. Unesco could help to solve the problems of copyrights and costs, thanks to its experience in those fields.

(ii) With regard to the acquisition and maintenance of equipment, bilateral and multilateral co-operation should encourage the use of modern technologies by making it possible to acquire recent equipment and by developing maintenance capacities.

(iii) Financial support is necessary in all fields of DE. The way in which costs are apportioned should enable programmes that are launched with the intention of being integrated in education systems to be so integrated when the time comes. Problems of foreign currency could be solved, for example, in the light of the experience of Member States of the Preferential Trade Area (PTA). The forms of South-South co-operation must take account of the level of remuneration of national experts ; in national civil services, budgetary provisions must ensure an appropriate level of remuneration for personnel assigned to special DE tasks.

(iv) Countries involved in South-South co-operation should make every effort to share the materials produced in their region, and to identify and recruit experienced personnel.

(v) Co-operation, whether North-South or South-South, should aim to safeguard and derestrict African initiative in the fields of science and technology.

(d) The position of donors

Funding agencies favour regional and sub-regional strategies of co-operation. They wish the projects to be funded to form part of the general development policies of the countries concerned, whose needs should be clearly formulated, placing due importance on training and on the maintenance of equipment.

The UNDP representative reminded the Committee that projects must be submitted in time for inclusion in the fifth programming cycle commencing in January 1992.

(e) Government support

Since foreign aid is a catalyst of programme development, the political will of governments, reflected in budgetary support, is essential if such programmes are to be carried through. Moreover, projects must be integrated in the overall education system. Governments, which must ensure that DE programmes are integrated in their economic plans, must support an overall strategy of development of educational technology in Africa.

(f) Follow-up

The Committee recommended that a permanent dialogue be established between donors and DE institutions so as to promote bilateral and multilateral co-operation and implement priority projects.

In Plenary session, Mr H. Marchl from the Unesco Secretariat presented a Summary of follow-up action, aiming at implementing this co-operation, in line with the Seminar's proposals.

1. With reference to the Regional Umbrella Project, and its three main components : Information, Training, Materials Production, it should be borne in mind that the prime objective is to develop a coherent framework for different activities and to implement them according to a strategic plan. In fact, the underlying principle is an action programme made up of modules of discrete activities.

2. This programme will have to be prepared in the form of a project, for submission to multilateral as well as bilateral funding agencies. One could envisage, as an example,that the projected interactive radio project, or the reference compendium, or any geographically

concentrated or subject related activity would fit into that framework, while retaining its identity. Such a programme would certainly help avoid overlap and wastage.

3. Another concrete outcome of the seminar is the reference compendium, the first draft of which was distributed and accepted in principle. This draft will have to be refined in the light of the discussions. It is planned to produce and distribute a first edition early 1991. The process of its preparation is not an easy task and requires the co-operation of anumber of people who have experience in distance education.

The participants are requested to carefully study the first draft of the compendium and identify those parts where they could make a contribution. What is important is to share the experience one has had with one's own distance education system with others, in other words pool resources and share results. The contributions can be sent to Unesco Paris or to the ICDE General Secretariat, Oslo.

4. A third concrete result is the survey. All the participants voiced their need to know who does what in distance education in Africa, and where.

ICDE with the technical co-operation of ICDL will complete - with the contributions from participants - the draft regional survey which figured among the documents of the Arusha Seminar.

This survey will enable the participants and those engaged in D E in Africa to identify national institutions and specialists that could become partners in an effort of regional co-operation. (see Annex II)

A computerized database will facilitate continual updating of the information and would equally permit easy access.

5. Lastly, the request for a newsletter on DE in Africa has been voiced on different occasions. Unesco and ICDE will identify existing means that could be used to vehicle the information needed. The NEIDA newsletter could be one of them.

6. These first proposals for concrete action would, if implemented, represent a very positive result of the Arusha Seminar and constitute an effective basis for further co-operation.

ANNEX I

REFERENCE COMPENDIUM FOR DEVELOPING AND MANAGING D.E. OPERATIONS

This reference compendium has been especially prepared for the Arusha Seminar, but it is the intention of the ICDE that it can ultimately be adapted for use also in developing countries in Latin America and in Asia.

The objective of the reference compendium is to provide DE practitioners with information on how to develop and manage D.E. operations in a wide variety of configurations (with or without electronic media, small, medium-size or large-scale, for in-school and out-of-school publics, etc.)

Practitioners, for this purpose, are considered to be those responsible for the DE system as a whole, or for its different components : content elaboration, course production, logistics of distribution, student support systems, feed-back and evaluation, financing, etc.

a) assist in the design of DE operations (possibly with a view to preparing project proposals for submission to funding agencies) ;
b) provide information about running the various components of a DE system ;
c) transfer practical know-how between institutions in different regions;
d) identify possible ways to stimulate sub-regional and/or regional co-operation.

The material in the compendium is divided into the following sections :

A. <u>Design of a distance education system/project</u>

1. needs assessment.
2. feasibility study (including costing and financing).
3. system design.
4. institution framework and interministerial co - operation.

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B. Running a distance education system

1. management and administration.
2. student recruitment and marketing.
3. choosing and using media.
4. managing materials development (including coproduction and adaptation).
5. distributing materials.
6. student support.
7. financing distance education (system and/or components).
8. monitoring and evaluation.
9. certification.
10. staff training.

C. International co-operation (sub-regional regional and inter - regional)

1. materials (co-production and exchange).
2. training.
3. information, collection and exchange.
4. joint research.
5. technical co-operation (eg. exchange of expertise.)

In addition, it will contain an introductory orientation to DE and a guide to sources of further information.

The complete first edition of this reference compendium could be used by managers :

- as a compendium of advice based on practical experience.
- as a source of ideas for approaching management problems.
- as a source of checklists for organizing departmental activities.
- to provide suggestions and resources for staff training activities.

Users will be able to test ideas incorporated in the compendium and contribute feedback on their usefulness. They will also be encouraged to provide feedback on ways of using the materials, and to generate new contributions to the compendium. Thus it can be updated regularly, used flexibly, and generate its own direction of development.

After taking into account the comments received on this proposal at this Conference, Unesco and ICDE intend to :

- seek reactions from DE educators in developing countries to these ideas and this outline.
- seek funds to support the development of the compendium.
- develop a first edition for evaluation in Africa.

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A N N E X II

FORM USED FOR GATHERING INFORMATION TO BE INCLUDED IN THE REFERENCE COMPENDIUM OF DISTANCE EDUCATION INSTITUTIONS IN AFRICA

(see page 25 , point 4)

COUNTRY PROFILE

Population

Area

Languages

GDP per capita

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

Address

Telephone
Telex

Contact

Date institution was established :

Aims and objectives

N° of staff

N° of students

Approx. N° enrolled annually

ANNUAL BUDGET

Budget allocation

Source of funding

Sponsorships

Resources

COURSE DETAILS

Educational level

Eligibility

Subjects taught

Media & methods

RESEARCH

Projects

SPECIAL FEATURES

ANNEX III (a)

ADDRESS BY THE REPRESENTATIVE OF THE DIRECTOR-GENERAL OF UNESCO AT THE OPENING SESSION

Minister,
Ladies and Gentelemen,

The Director-General of Unesco, Mr Federico Mayor, would have liked to be among us today. The Priority : Africa programme, of which the meeting which opens this morning is one of the manifestations, has indeed been the subject of his close attention and keen interest since its conception. Only a few days ago, speaking at the Conference on the Least Developed Countries, he pointed out (I quote) : "Action for development in Africa over the last few years has shown us that stategies imposed from the outside are rarely effective. One of the characteristic features of the Priority : Africa programme will therefore be closer co-operation with the African governments in defining their needs and drawing up projects, and another will be full use of the potential for technical co-operation among the African countries themselves".

The meeting which opens today, the first held in the context of the Priority : Africa programme, aims to be representative of this approach. What has to be done, in the vital field of education which is the key to the training of the senior personnel, specialists and top people essential to development, is to pin-point needs and to seek approaches and methods which effectively correspond not only to those needs but also to the cultures, structures and resources of our continent.

Minister,

The Tanzanian Government has for long time taken a keen interest in these matters, and offered to host the meeting which opens today. The Director-General of Unesco, has instructed me to thank you sincerely on his behalf for your valuable personal co-operation and for your Government's generous hospitality.

Minister,
Ladies and Gentlemen,

As you know, the United Nations Programme of Action for African Economic Recovery and Development, adopted in 1986 by the General Assembly of the United Nations, advocated

(I quote) : "Radical action in the education systems at all levels to ensure that the skills, knowledge and attitudes that are relevant to Africa's developmental needs are generated". Need I remind you that this objective, while placing special obligations on Unesco, is shared by all United Nations organizations ? Need it be pointed out that not only the Secretariats of these organizations, but also their Member States, are called upon to attain it ? Convincing evidence of this is to be seen in the presence among us of representatives of numerous organizations, notably the United Nations Development Programme (UNDP) and Unicef, as well as observers from important providers of bilateral aid such as France and the United States of America. I am happy to welcome them among us, and happy also to greet the representatives of national and non-governmental organizations who have come to listen to our discussions, in particular the International Council for Distance Education (ICDE) and the International Extension College, which have prepared two important papers for our meeting. I rely on all of them to convey to the meeting information they have gathered on African needs in the field with which we are concerned today, and to share their own ideas and experience with us. I also rely on them to join with us in identifying forms of co-operation which will enable the conclusions reached by this meeting to be put into effect in the near future.

It is significant that there reigns here today the spirit of concerted effort which characterized the Jomtien Conference on Education for All earlier this year. The theme of that Conference, the generalization of education, is closely linked with distance education, which is to be the subject of our discussions. Abolishing distance is everywhere - and perhaps more so in Africa than elsewhere - one of the ways of broadening access to education. And distance education, which has recourse to all media of communication, both traditional and modern, to convey messages, information and knowledge everywhere, is such as to encourage all those whom it reaches to take a more active part in the development of their community and their country.

And this community development, as an indissociable component of national development, is one of the ultimate objectives of education for all, just as it is of the Priority : Africa programme where we are concerned. The Conference on the Least Developed Countries, which recently ended in Paris, also underlined the role that communities can play in development, and requested its participants to stimulate and encourage their participation in the development effort.

Certain passages in the Final Report of the Jomtien Conference seem to me worth recalling, so closely do they correspond to the problems arising from the matters we are going to discuss.

For instance, the Conference pointed out that (I quote) : "All available instruments and channels of information, communications and social action could be used to help convey

essential knowledge and inform and educate people on social issues. In addition to the traditional means, libraries, TV, radio and other media can be mobilized to realize their potential towards meeting the basic education needs of all".

The Conference also declared that "In order to meet the educational needs of groups not covered by formal schooling, appropriate strategies are needed for non-formal education. These include but go far beyond the aspects described above, but may also give special attention to the need for co-ordination with other forms of education, to the support of all interested partners, to sustained financial resources, and to full community participation.... Other strategies still may rely on the media to meet the broader educational needs of the entire community. Such strategies need to be linked to formal education, non-formal education, or a combination of both. The use of the communications media holds a tremendous potential to educate the public and to share important information among those who need to know".

It is also worth noting that distance education makes it possible to alleviate, in some measure, the difficulties arising from the cut in resources allotted to education systems in a number of countries. At various stages in the preparation of the Jomtien Conference, it was already noted that new communication technologies were not yet exploited ; as long ago as 1988, the World Bank pointed out the value of distance education in low-income countries. It should be added that regional or sub-regional co-operation and the resulting sharing of costs should enable significant savings to be made in the implementation of distance education systems.

When we assess the importance that distance education can assume in meeting the veritable education and training famine that is worsening at a staggering rate everywhere, it is not surprising that this form of education is expanding and developing throughout the world. Two years ago, an article in the journal "Prospects", published by Unesco, estimated that more than twenty million people all over the world received this form of education at various levels and in a wide variety of fields.

In this continent, as elsewhere, this use of modern and traditional media of communication is rapidly becoming an effective and diversified sub-system, intregrated in previously existing in-schoool and out-of-school education systems.

A trend along the same lines has already been noted at several regional and sub-regional meetings held in other parts of the world ; for example, at the Round Table in Islamabad, Pakistan, in November 1989, and at the European Conference in Budapest, Hungary, last May. Africa is now caught up in this trend, and it is to be hoped that some of our work and our conclusions will help to enrich the discussions in Caracas next November, when specialists from all regions of the world will meet in the capital of Venezuela.

This leads me to suggest, in a few words, some of the results which our meeting could produce.

It would be a good thing if, at the close of our deliberations, we had a relatively complete picture of the programmes and projects in progress or in preparation in Africa in the field of distance education.

Secondly, we would like to identify the needs of States in the Africa Region in respect of the pursuance or further advancement of existing programmes and the launching of new ones, in all areas : the training of distance education specialists, the preparation of programmes, and their operational management, without excluding, a priori, other areas whose importance may be revealed in the course of our work. It would also be useful to specify the degree of priority which you assign to the satisfaction of these various needs, and also to projects already under way or in preparation in your respective countries.

Lastly, either in the context of the follow-up to the Jomtien Conference or in the framework of Unesco's Programme for 1992-1993, it would be useful to identify suggestions and proposals to enable our deliberations to result in concrete activities. It seems to me to be particularly desirable to lay the foundations and define the forms of more intensive co-operation in the field of distance education. This obviously applies first and foremost to co-operation between African States, be it sub-regional or regional ; a co-operation to which the framework of technical co-operation between developing countries lends itself particularly. Co-operation must also be sought between African States themselves and external sources of skills and funding : bilateral and multi-lateral inter-governmental and non-governmental programmes, organizations and institutions.

Minister,
Ladies and Gentlemen,

The transformation of Africa involves the complete renovation of its education systems, both in-school and out-of-school. While it seems to be still beyond the capacity of the most deprived countries, of which there are many in this continent, to allow everyone broad access to basic knowledge, such knowledge must be brought to individuals and communities, even the most remote and isolated of them. The acquisition of knowledge, far from being a luxury, should be a need and a matter of everyday concern. And the subject of our discussions is precisely the many flexible and effective ways in which communication techniques can serve as a medium for distance education and bring information and knowledge within everyone's reach. We must find encouragement in the coming days in the fact that distance education in Africa is not in its infancy and that we can base our analyses and reflections on numerous positive and fruitful

experiences. Our deliberations will enable us, I am sure, to make this modest meeting an important milestone in the renovation of African education.

Minister,

We once more express our thanks to your Government for having provided the opportunity and resources for this undertaking.

John B. Kaboré

Director,
Co-operation with African Member States.

Arusha, 24 September 1990

ADDRESS BY THE MINISTER OF EDUCATION
HON. A.H. MAYAGILA, AT THE OPENING SESSION

Mr. Chairman,
The Representative of the Director-General of UNESCO,
Invited guests,
Distinguished Delegates,
Ladies and Gentlemen.

On behalf of the Government and the people of Tanzania and on my own behalf, I welcome all the delegates and observers who have come from outside Tanzania. I thank you for accepting the invitation to come to our country and to Arusha in particular, to attend this vital seminar on Distance Education. I hope you will have the opportunity to visit some of our natural attractions around Arusha, namely, national parks.

I am aware that this seminar is one of the measures taken in order to give effect to resolution 27 adopted by the General Conference of UNESCO, at its last session concerning the special programme for Africa, entitled, "Priority Africa". We are grateful to UNESCO and all the other organizations which have contributed tremendously to national development programmes of African countries in general, and to the development of education and human resources programmes. It is my hope that we shall continue to work together in the quest for Education for All.

I have been informed that the overall objective of the seminar is to examine how African countries could benefit from co-operation in the provision of distance education through the application of modern communication technologies, at sub-regional and regional levels. More specifically, the seminar aims at :

i) taking stock of Africa's experience in distance education ;
ii) identifying problems which have been encountered so far ; and
iii) making recommendations for future strategies for carrying out effectively a distance education programme.

I must admit, Mr. Chairman, that the task ahead of you is not an easy one, yet I am convinced that the experiences of all gathered here, coupled with their dedication, will make it possible for the seminar to achieve its objective.

The significance of this seminar lies in the fact that it is taking place only six months after the World Conference on Education for All (WCEA), which was held at Jomtien, Thailand, in March this year. The Conference was convened in order to give an opportunity to the World Community to evaluate the present education systems, assess their performance and relevance, and to draw up strategies for increasing access to basic education and for improving the quality of the education and training being provided.

The outcome of the Jomtien Conference has far - reaching implications, especially to the least - developed countries, like Tanzania. It implies increasing financial and human resources, as well as providing adequate facilities and teaching materials of high quality. To achieve all these, will definitely mean an additional strain on the financial resources which are already overstretched. However, since education is a necessary tool for development, our governments will have no option, but to take up the challenge. But, it will be necessary for education experts to assist their governments in finding innovative approaches, which will help in achieving the goal. Hence, the importance of this seminar.

Mr. Chairman, African countries are facing complex problems. Their economies have declined and have little hope of improving substantially in the near future. As a consequence, social services, education, health, transport and communication have deteriorated also. Illiteracy looms high in most countries of the region, because large numbers of our children cannot as yet, have access to primary education. Thus, Universal Primary Education (UPE) will remain an elusive objective for a long time. Tanzania may be one of a handful of countries which have attained UPE. We introduced it in 1977, and because of a sustained literacy and adult education programme, we have been able to achieve between 85 and 90.4 % literacy rate. But, we cannot be complacent, because of these achievements, for there are cries against falling standards of the education provided at all levels. So, we have to find ways of improving it, while at the same time, we have to ensure sustenance of the literacy rate we have achieved.

Limited access to secondary and higher education is a common feature of all education systems in Africa. While a number of countries have reached an enrolment of 50 % of school age children at primary level, only a few countries can admit more than 50 % of the primary school graduates into secondary schools. In Tanzania, for instance, out of about 400,000 primary school leavers, only 40,000 or 10 %, can be admitted into secondary schools and about

1 % only, of the original cohort will ever move to the higher level.

Therefore, the task of governments and education experts is not one of increasing access and improving quality of education only, but is one of providing education for self-reliance. It is necessary to provide work-oriented education so as to enable the children to acquire skills they will need after leaving school. This calls for a review of the existing curricular with a view to including education with production. It also means that teachers have to be re-oriented or retrained to enable them to cope with the changes.

Mr. Chairman, there is the problem of shortage of skilled manpower especially in the areas of teaching, health, engineering, management and accounting. For example, the use of untrained teachers is still a common practice in most African countries, and yet we talk of improving the quality of education. Or, it is still common to see some management posts in our parastatal organizations being held by people who have not been given even the basic skills of management. As a result many economic enterprises perform very poorly. This situation has led the World Bank to comment that very few African companies are managed efficiently and produce profit. Despite efforts made by governments of the different countries to improve management through human resources development schemes the problem has continued. This is because most of our institutions of higher learning and training are not flexible enough so as to accommodate institutional-based needs or needs brought about by changes in technology.

Basically, the solution to these problems lies in among other things improving the quality of education and training programmes of our institutions through deliberate curricular reviews to ensure that they reflect the realities of the day ; improving teaching/learning environments ; and improving teacher-education programmes, both pre-service and in-service. This is a mammoth task which, as indicated before, will require innovative approaches to be able to carry out. Distance education is one such approach which we should consider seriously.

I have been informed that already a number of African countries are using this approach for different purposes. For example, distance education is being used in Botswana, Kenya, Lesotho, Malawi, Mauritius, Nigeria, Zambia and Zimbabwe. I am glad to say that in Tanzania too, we use distance education for formal and non-formal programmes since 1964. It has enabled us to train 35,000 teachers for UPE in a period of five years. I am sure other countries have better and more extensive distance education programmes than we have. But the question is, how seriously do we take distance education as an effective approach to providing education and training ?

Mr. Chairman, traditionally innovations and changes in education have not been accepted easily for fear of the unknown consequences or simply because of conservatism. But in

this case we should learn from countries with longer and varied experiences in the use of distance education both in the developed and developing regions. We learn, for example, that Australia and New Zealand have successfully used distance education for a long time at all levels - primary, secondary and tertiary, and currently it is being used to provide vocational and technical education as well to men and women out of school. We learn further, that for a long time Russia and China, and recently Britain, have been using distance education to provide on-the- job training in industries with commendable success.

In Africa, too, there are success stories of distance education at primary, secondary and to a limited extent, tertiary levels in different countries including those represented at this seminar. Thus, in my opinion we have enough evidence in the world to show us that properly planned and executed distance education programmes can produce as good results as the traditional ones. There is enough evidence in the world today to show that distance education is no longer good for the drop-out only, but that it is good for anyone who wants to make use of it. That is why many countries are taking advantage of this approach to education in all parts of the world. But it seems that Asian and Latin American countries are moving faster in adopting the approach.

In Tanzania we are now convinced that distance education has an important role to play in implementing ours policies in education which included :

i) increasing access at the secondary and tertiary levels. We envisage a rise in output at the primary level from the current figure of 400,000 pupils to 600,000 per year by the turn of the century. Consequently, we have to work toward raising enrolment from 10 % to 20 % or more in anticipation of social demand. This percentage could be doubled if we improve the existing distance education programme.

ii) to raise the percentage in enrolment will demand a tremendous increase in the number of graduate teachers, which cannot be produced by the existing training institutions. There will be need for establishing distance teaching at the university level which should include among its courses teachers education in order to increase output of teachers at degree level.

iii) expanding and improving on-the-job training and professional upgrading programme which is badly needed in all sectors of the economy as well as social services in order to imporve performance and hence to raise productivity.

iv) increasing women's opportunity for secondary and higher education. Currently, the percentage of women at the two levels stands at about 40 % and 25 %

respectively. The aim is to raise it to 50 % of the total enrolment. Existing conventional institutions and those that will be built in future have their important position in implementing these policies. However, their small capacities and rigid time tables are a handicap to speedy progress toward achieving the goal. Thus, it will be necessary to complement their efforts with the use of distance education. Accordingly the government is planning to make the National Correspondence Institution an autonomous body instead of being a department of the Institute of Adult Education. Its programme will be expanded to include higher education and training. Meanwhile, the government is considering the possibility of establishing an open university in the country whose mission will be to promote distance and continuing education of different types aimed at meeting varied needs of the society. But priority will be given to those areas which are crucial to national development.

In taking these steps we are not trying to suggest that distance education is a panacea for every educational problem the country faces. Rather, we are only looking for approaches which can facilitate our struggle to bring about economic and social development. I believe, for example, that success of the distance education referred to above will depend to a large extent on the support they will get from conventional institutions as well as from public and private bodies within and outside the country. Thus, nationally I expect that distance teaching institutions will establish close co-operation with conventional institutions to enable them (that is, distance teaching institutions) to use existing facililities and human resources in order to reduce costs by providing distance education.

Regionally, Tanzania is pleased with the present trend of promoting economic co-operation at sub-regional level. ECOWAS in West Africa, SADCC and PTA in Eastern and Southern Africa are commendable efforts in this regard. However, this co-operation should be extended to the education sector as well. For example, we should share experience and exchange course materials in distance education. We should also co-operate in the development and use of media technologies for distance education, for there is no need for each one of us to invent the wheel.

The same can be said about the need to co-operate with international organizations and distance education institutions. I do not believe that there is need for each distance education institution to produce all its course materials since some of them would already be available in other well established and reputable institutions in other parts of the world. Through link arrangements it should be possible to acquire and adapt course materials from these institutions particularly in management and science and technology fields. Actually, this kind of co-operation will not be new because it exists between conventional institutions and distance teaching institutions as well. In most cases such co-operation is sponsored by international

donor agencies. It is my hope that donor agencies and governments will extend their generous financial, technical and material support to cover the area of distance education also.

I am given to understand that participants in this seminar are representatives of agencies of governments of countries which already have fully developed distance education systems, for example, Norway, Sweden, France, U.K., USA, to mention only a few. It is my hope that this kind of interest which this seminar has stimulated will result in further and sustainable co-operation between governments and NGOs interested in distance education. Our common objective, Mr. Chairman, should be to remove any barriers between countries so as to attain the objectives of education for all through distance education.

Mr. Chairman, it remains for me to say that much of what I have said above will depend on what the experts in distance education gathered here are going to advise our respective governments concerning the course of action they should take. On their part, governments are eagerly waiting to hear from the seminar about what possibilities exist for forging co-operation in the field of distance education and the modalities to be used in order to establish it and ensure its continuity. The government will also be interested to know from the experience of all gathered here how to make distance education cost-effective. Thus, our expectations of the outcome of this seminar is high but I have no doubt that you will be able to live up to them.

In conclusion, let me thank the organizers of the seminar for making it possible for the African distance education experts to focus their attention on the potential of distance education in national development, and to share experience with their counterparts from outside Africa. I wish the seminar great success.

I now have the pleasure of declaring the seminar officially open.

Thank you.

Arusha, 24 September 1990

ANNEX III (b)

EXTRACTS FROM THE ADDRESS OF THE REPRESENTATIVE OF THE DIRECTOR-GENERAL OF UNESCO AT THE CLOSING SESSION

We have seen that the results achieved in the field of distance education in Africa are on the whole positive, despite the wide diversity of stages of advancement. In this respect, the information which we have gathered and which remains to be complemented both quantitatively and qualitatively shows that already several national programmes and systems are beginning to expand. Here, I believe, lie the seeds of an undeniable vitality pointing to the possibility of correcting imbalances existing between various groups of countries.

The conditions of progress which our work has enabled us to identify are of various kinds. One of them is, naturally and first and foremost, the assertion and the administrative and financial expression of a political determination. But other conditions have been identified and specified, and are the subject of practical proposals for action at the national and sub-regional levels.

Special attention has naturally been paid to measures to be taken at the regional level. For who will deny that in the period of austerity through which our continent is passing, the strengthening of our solidarity is the only way of laying the foundations of a sustainable development and preparing the future of young Africans in the twenty-first century.

It is in this perspective, Mr. Chairman, that our discussions have given rise to proposals lying in the context of a coherent programme destined to be covered by an operational project.

These proposals are centred around three main lines of action :

a) information, associated with studies and research ;
b) training ; and
c) the production of materials.

Where the first of these is concerned, it has been considered necessary, in order to complement what has already been done, to establish a comprenhensive inventory of institutions, activities and expertise in the field of distance education. This will make it possible to constitute a data bank accessible to all concerned.

With regard to training, a first step has already been taken with the preparation of the first version of the compendium, a basic instrument for the specialization of various categories of personnel where distance education is concerned. It has been agreed that contributions to this compendium will be submitted, I hope in the near future, by your institutions and specialists in the light of their experience. This will enable us to make the first edition available very shortly.

It was also proposed, in the light of the results of the inventory to which I have referred, to select institutions able to give impetus to the training of specialists at various levels.

On the subject of the production of materials, several proposals have been submitted, all of them aimed at optimizing resources that are already available or mobilized, through the development of exchanges and through joint production.

I wish to thank all the participants at this meeting for having helped to enrich this Seminar with your experiences and in many cases, making a long journey in order to do so (despite, I have to admit, some material difficulties which I would have liked to prevent). I hope that your countries, and the institutions for which you are responsible, will derive the expected benefits.

I earnestly hope that this will be possible thanks to the strengthening of a truly solidary "multi-bi" co-operation, the need for which has been expressed by all of your here, partners in various capacities in a regional action which you which to be more efficacious.

Mr. Chairman,

Three weeks ago, the 42nd Session of the International Conference on Education, organized as you know by Unesco, adopted its Recommendation N° 77, from which I think it appropriate to quote passages :

"Co-operation with the media should be sought, with a view to producing a social will among the population, motivating potential learners to participate in literacy programmes, ensuring and sustaining political will, and mobilizing financial and human resources".

"Educational technologies, including new technologies, should complete the teacher's work. New educational technologies when available - microcomputers, specially designed television programmes, video and audio cassettes, etc. - might be judiciously used for both instructional and motivational purposes in combination with analytical and interpretative discussion. Where appropriate, new computer and communications technologies might also be utilized for distance

education purposes to bring literacy and educational programmes to those living in rural and remote areas".

I note that your proposals concretize this Recommendation where Africa is concerned, and that the regional co-operation which you advocate will enable it to be applied in all its aspects.

Unesco, on its part, will make every endeavour to assist you, particularly by taking account of the results of our meeting in the preparation of its next Draft Programme and Budget for 1992-1993.

In conclusion, Mr. Chairman, I express once again our thanks to the Government of the United Republic of Tanzania for its generous hospitality.

John B. Kaboré

Director,
Co-operation with African Member States.

Arusha, 28 September 1990.

ADDRESS BY THE ARUSHA REGIONAL COMMISSIONER MR. A. MWINGIRA, AT THE CLOSING SESSION

Mr. Chairman,
The Representative of Director General of UNESCO,
Distinguished Delegates,
Invited Guests,
Ladies and Gentlemen.

First of all allow me to express my sincere gratitude for being invited to officiate the closing session of the UNESCO Regional Seminar on Distance Education. I feel greatly honoured to address this congregation of distinguished distance education experts from Africa and the World over. My honour is further enhanced by the fact that you have been deliberating on the state of the art of distance education in our continent and how our countries can co-operate regionally and sub - regionally, to use it in the best way possible to achieve the objectives of education for all.

I have been informed that besides the delegates from Africa, Unesco has been able to bring together resource persons and attract representatives of donor agencies both multilateral and bilateral to attend this important seminar. I have furthermore been informed, with delight, that the donor agencies present, represent all forces of the world irrespective of Unesco's prevailing ethos. Our Government very much appreciates their presence and believes that all recognise the crucial need of distance education and the role it can play to bring about social and economic development of our peoples. I hope with this interest as their guiding principle, they will continue to offer all available and needed assistance to carry out the recommendations of the seminar.

Mr. Chairman, I understand that the major objective of this seminar was to critically examine how African countries could benefit from co-operation in the use of distance education through the application of both traditional and modern educational technologies at subregional and regional levels. In doing this you had to examine the successes achieved and principal difficulties encountered or which may be predicted in the light of experiences already acquired in some countries of the region. I hope you have devised a modular structure with several components showing what improvements can be made to it, what financial backing can be

provided and to which components.

Ladies and Gentlemen, we cannot over emphasize the potential role distance education in Tanzania and, indeed, in many African countries, can play in the provision of education and training. This potential role cannot be realised without equipping distance education institutions with properly trained manpower, materials production facilities some of which can be shared at sub-regional and regional levels. The modular structure that you have come out with would be a basis on which Unesco could launch a big umbrella project for the region. The umbrella project, I understand, would concentrate on three areas namely information on distance education, training of personnel and the production of distance education materials.

The project on information system on distance education would perhaps necessitate either the creation of a new regional or sub-regional institution to carry out the task or to strengthen the existing NGOs such as Distance Learning Association, African Association for Distance Education, and/or create an information unit within NEIDA. This would serve as a kind of "Clearing House of Distance Education Information" in the region or sub-region.

The second area under the big umbrella project would be the training of personnel. Most of our countries have inadequate trained personnel not only in distance education but also in other fields. Even those few experts we have in any field, require constant retraining to keep abreast of the fast rate of technological changes.

Our distance education institutions require trained personnel in such areas as management and administration of distance education, managing materials development and production, student counselling and monitoring and evaluation, just to mention a few. The training process could be done in various ways such as workshops, seminars, attachment and full-time training in renowned institutions in the region or outside. Through the proposed information system it would be possible to get information on which distance teaching institutions and in which country, can offer training and in what skill area.

Most of our countries in Africa are short of experts in many fields. This shortage leads to our chronic dependence on consultants from outside Africa ; hence the serious need for Africa to develop its own experts. In this respect I would recommend that means and ways be found to train experts in project identification, formulation and appraisal. This is one area I consider critical not only in distance education but also in other disciplines.

Mr. Chairman, another area under the umbrella project would be materials development and production. Generally this area covers not only the production of printed learning materials, but also the production of learning materials through other media such as mobile cinema vans, audio cassettes, radio and TV programmes.

I would like to underline what I said earlier about traditional distance education technology. Consumers of modern technologies face the danger of forgetting the effectiveness of easy-to-use and easy-to-maintain simple technologies such as mobile cinema which use cinema over-head projectors. Africa has experts in the use of cinema projectors who are now rendered jobless because of the clamour for TVs, videos and satellites which are delicate to handle and maintain. This does not in any sense mean a negative view towards modern technology but rather I am urging experts to consider the question of relevance in selecting technology especially for the rural areas. Whatever educational technology we adopt, there are financial and technical implications to consider. For instance our facilities in the National Correspondence Institute are old and inadequate. We need new machines and we have to rehabilitate the existing ones. I believe this is true for other distance teaching institutions in the region.

The two problems - finance and maintenance - call for a concerted effort by African governments with the support of donor agencies. More important, is the need to inculcate, through distance education, a culture of preventive maintenance in our societies.

A fourth aspect of the big umbrella project is its facilitation of effective co-operation of African countries in distance education. The formation of a clearing-house of distance education information will facilitate the dissemination of informtion about what is happening in each distance education institution in every country at a given time. This will enhance co-production and exchange of materials, joint research, technical co-operation such as exchange of expertise, just to mention a few.

Mr. Chairman, as I said earlier, the implementation of your recommendations whether it be under the umbrella project or otherwise, will require financial and technical support. The presence of many multilateral, bilateral agencies and NGOs is very inspiring. I hope each one of them has identified areas to which to commit its financial and technical assistance. I also hope this message will filter through to other agenceies which have not participated in this seminar.

It remains for me to emphasize that what I have said above will depend on the recommendations which you have adopted and the advice you are going to give to your respective governments. I am sure, on their part, governments are very eagerly awaiting to hear from the seminar what channels exist for forging co-operation in the field of distance education and the modalities to establish it and ensure its continuity.

Mr. Chairman, very often seminars on a serious topic as this one, bring about follow-up mini-seminars to explore more on some of the recommendations. This is where I would call upon Unesco to keep taking the lead in organizing follow-up programmes and activities arising out of your recommendations. For Unesco, therefore, I would say this seminar is the beginning of the

beginning. When such a need arises we would like you to come back to the AICC at Arusha and to Tanzania. Finally I wish you a safe return to your respective countries and institutions.

I have now the pleasure of declaring the seminar officially closed.

Arusha, 28 September 1990

ANNEX IV

LIST OF PARTICIPANTS

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ANNEX V

LIST OF WORKING DOCUMENTS

Doc. CA/Arusha/1	Agenda
Doc. CA/Arusha/2	Background
Doc. CA/Arusha/3	Discussion Guidelines
Doc. CA/Arusha/4i	Case Studies in Southern Africa (Angola, Lesotho, Mozambique, Swaziland and Zimbabwe)
Doc. CA/Arusha/4ii	Case Studies in West and Central Africa (Burkina Faso, Central African Republic, Congo, Mali and Togo)
Doc. CA/Arusha/5	Digest of replies to Questionnaire
Doc. CA/Arusha/6	Resource Kit (Reference Compendium) on Distance Education
Doc. CA/Arusha/7	Project Proposals and Priorities in Africa
Doc. CA/Arusha/8	Survey on Distance Education in Africa
Doc.CA/Arusha/9	Distance Education for Nomads in Nigeria
Doc. CA/Arusha/10	National developments and international co-operation in distance education in Commonwealth Africa (Commonwealth Secretariat).
Doc.CA/Arusha/11	Guide to presentation of projects to CIFFAD (International Consortium of French-speaking countries for Distance Education) (ACCT).